



Performance appraisal interviews with support of learning management systems - A study of preschool principals' experiences

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Background

The digitalization of Swedish preschools can be shown by three different indicators :

- the on-going revision of the national curriculum for preschool where children's digital competences will be added
- the research about how digital devices (e.g. tablets) are used in preschools
- the introduction of learning management systems designed for preschools

Aim

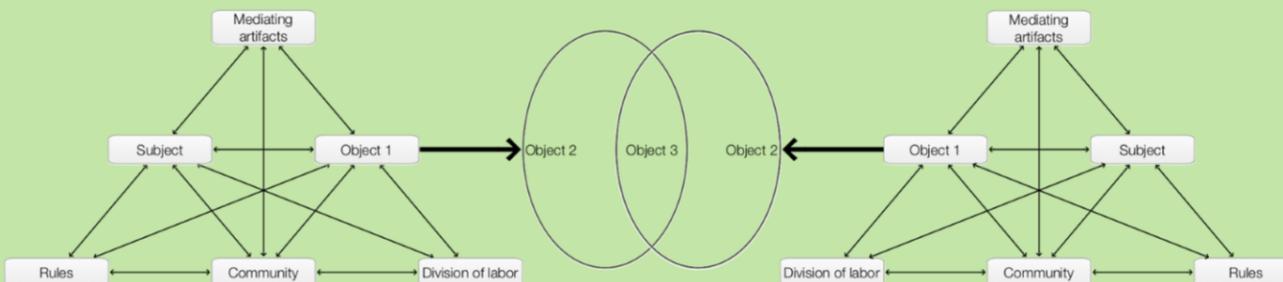
Get a better understanding in which way preschool principals experience that they can use their learning management system in conjunction with performance appraisal interviews with their employees



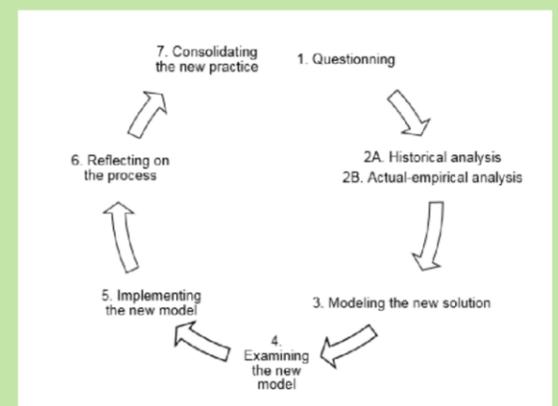
Theoretical framework

Activity theory, in particular Engeströms Activity system and Cycle of Expansive Learning

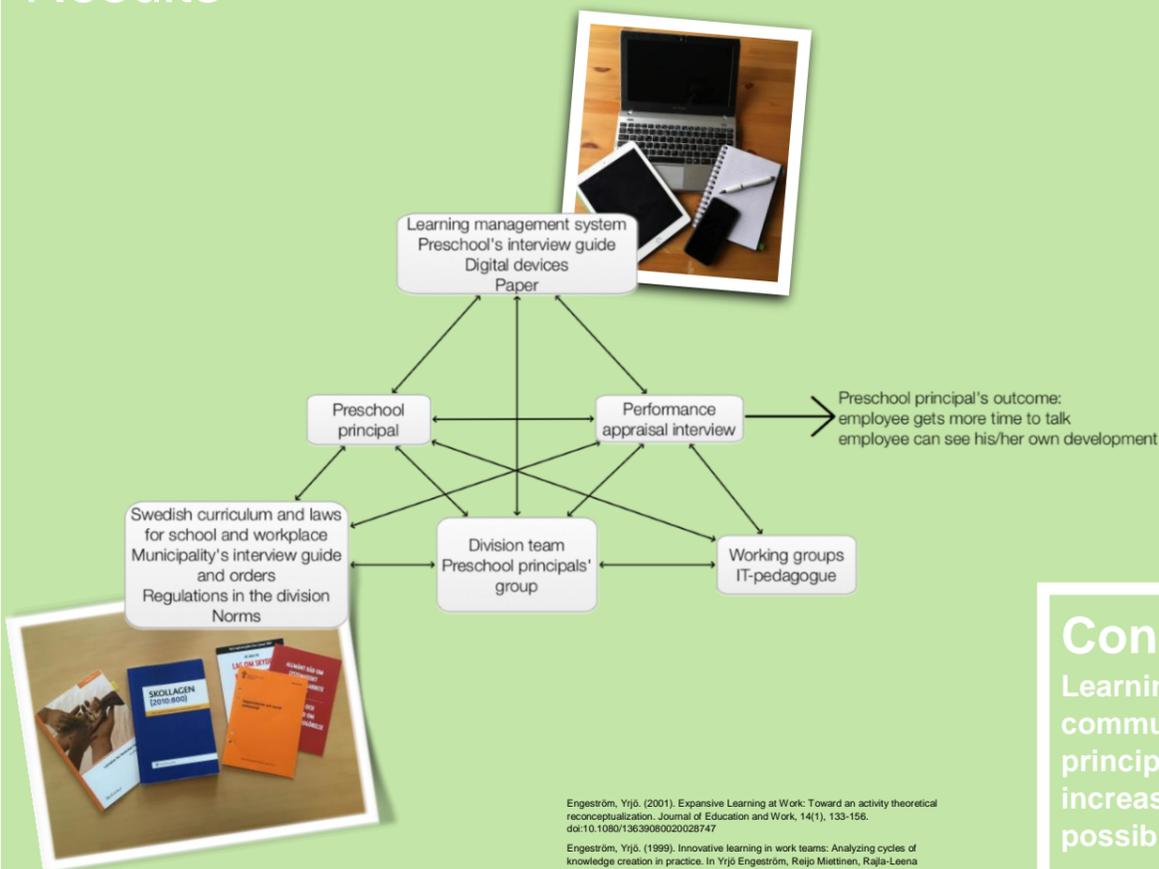
Two interacting activity systems as minimal model for the third generation of activity theory (Engeström, 2001, p.136)



Cycle of Expansive Learning (Engeström, 1999, p. 384)



Results



1. Questioning the old practice with pen and paper
2. Analysis: employees are hardly prepared, preschool principals don't experience a dialogue
3. Development of an interview guide in the learning management system
4. Examining and testing the new processes and the new interview guide
5. Implementation: using the learning management system for the interviews
6. Reflecting about those new processes
7. Consolidation by adjusting those processes and the interview guide

Conclusion

Learning management systems can be used both as a communication and an administration tool to realize two of the principals' outcomes with performance appraisal interviews: to increase the speech time for the employees and to give them possibility to see their own professional development.

Engeström, Yrjö. (2001). Expansive Learning at Work: Toward an activity theoretical reconceptualization. *Journal of Education and Work*, 14(1), 133-156. doi:10.1080/1363908020028747

Engeström, Yrjö. (1999). Innovative learning in work teams: Analyzing cycles of knowledge creation in practice. In Yrjö Engeström, Reijo Miettinen, Ralf-Leena Punamäki (Eds.), *Perspectives on activity theory* (s.377-404). New York: Cambridge University Press.